

The Clarion

Descriptions of English and World Language Courses Offered at East Tennessee State
University, Summer / Fall 2025

Pre-Summer
(5/19/25 – 6/6/25)

ENGLISH

ENGL 4957 | Special Topics: Graphic Novels | Honeycutt

Covers elected topics in the discipline. Can be repeated for credit when content changes.

ENGL 5957 | Special Topics: Graphic Novels | Honeycutt

See ENGL 4957.

WORLD LANGUAGES

JAPN 3005 | Japanese Language and Culture in Japan (Study Abroad) | Arnold

Prerequisite(s): JAPN 1010 or equivalents. The dates for this Study Abroad are May 13-June 3. This course is taught in Japan. It is based on new communicative approaches rather than traditional methods of language education that focus purely on grammar and sentence structure. It uses the *Marugoto* Course books, new textbooks published by the Japan foundation. The aim of this course is to use Japanese language skills to get to know people, order in Japanese restaurants, and take part in many other Japanese related events. At the end of each session, participants will be able to perform specific, practical tasks in Japanese. The students will try to do these tasks by communicating with Japanese people in Japan as assignments in each chapter. Learning about Japanese culture and people is a very important part of this course. The students will learn about them by communicating with Japanese college students, visiting historical places and museums, and watching traditional Kabuki theater and traditional Japanese sports, Sumo, and so forth.

SPAN 1010 | Beginning Spanish I | Fehskens

A study of the four language skills of speaking, listening, reading and writing. Includes introduction to Hispanic culture.

SUMMER SESSION I
(6/9/25 – 7/11/25)

ENGLISH

ENGL 1010 | Foundations in Writing | Staff

Writing paragraphs and essays based on close readings of various texts, with an emphasis on clear, grammatically correct expository prose. Students must take this course during the first eligible semester at the university.

ENGL 1020 | Written Communication and Critical Thinking | Various

Prerequisite(s): A grade of C or above in ENGL 1010 or equivalent. Writing essays based on critical analyses of various literary texts. Emphasis on sound argumentative techniques. Requires documented research paper. Students must earn a grade of C or above to pass this course.

ENGL 2030 | Literary Explorations | Staff

Prerequisites: A grade of C or above in ENGL 1020; or equivalent. This course satisfies the requirement for three hours in the "Heritage" area of familiarity, but does **not** meet requirements for a major or minor in English. This course offers an introduction to literature revolving around the theme of heritage, particularly as heritage is illustrated in short fiction, poetry, and drama from around the world.

Required Text:

Literature: A Portable Anthology. Ed. Gardner et al. 5th ed. ISBN: 9781319215033.

ENGL 2110 | American Literature to 1865 | Cody

Prerequisite(s): A grade of C or above in ENGL 1020; or equivalent. This survey of important American writers and writing from Colonial times through the Civil War includes works from early explorers and settlers, Native Americans, and significant literary figures such as Bradstreet, Franklin, Jefferson, Hawthorne, Stowe, Douglass, Whitman, and Dickinson.

Required text:

Norton Anthology of American Literature, (Set 1: Vols. A & B). Ed. Levine et al. 10th ed. ISBN: 978-0-393-88442-5.

ENGL 3020 | Fiction | Baumgartner

Prerequisites: ENGL 1020 or equivalent. This course will focus on the study of fiction as a genre. Special attention will be given to form and technique in the short story and novel. We will read and discuss fiction from a range of cultures and traditions, including stories by Ambrose Bierce, Kate Chopin, Anton Chekhov, James Baldwin, Flannery O'Connor, Ursula K. Le Guin, Gabriel García Márquez, Amy Hempel, and many others.

Required Text:

The Norton Anthology of Short Fiction, 8th Edition (Full), edited by Richard Bausch and R.V. Cassill [ISBN13: 978-0-393-93775-6]

ENGL 4117 | Grammar and Usage | Michieka

This course takes a descriptive approach to English grammar, i.e. we examine the rules by which English speakers form phrases, clauses, and sentences. Among the topics we address are word classes (nouns, verbs, etc.) and their properties, types and structure of phrases and clauses, principles of grammatical analysis and description, and grammatical variation among varieties of English. The course provides essential understanding for future teachers of English, increases the ability to speak and write English effectively, and heightens critical thinking and analysis skills. The text is *A Student's Introduction to English Grammar* by Rodney Huddleston and Geoffrey Pullum, ISBN 0521612888.

ENGL 5117 | Grammar and Usage | Michieka

See ENGL 4117.

FILM STUDIES

FILM 4200 | Topics in Film: Hollywood and American Film History | Wessels

This course will trace the economic, social, and aesthetic history and influence of the Hollywood studio system, while simultaneously examining the rise of independent cinema in America. Considering film as ideology, we will examine the ways that issues of race, ethnicity, gender, class, sexuality, religion, and nationality figure within American film.

This course may count toward the history requirement for the Film and Media Studies minor and/or an elective credit for the English major.

Required text: Screen Ages: A Survey of American Cinema, John Alberti

WORLD LANGUAGES

FREN 2010 | Intermediate French I | Labbé

Prerequisite(s): A grade of at least a C- in FREN 1020, credit received from CLEP exam, or with consent of the coordinator for French.

The French language program at ETSU (courses 1010 through 2020) is designed to develop your abilities to communicate with others in both spoken and written French. In addition, reading and writing assignments will improve your comprehension, argumentation, and critical thinking skills in both French and English. Course activities will also offer insight into, and analysis of, several aspects of the culture of France and other French-speaking areas.

Required Material:

Liaisons: An Introduction to French. Third edition. Wong, Weber-Fève, Vanpatten and Lair. Boston: Cengage, 2020. 978-0-357-70003-7

SPAN 1020 | Beginning Spanish I | Korfhagen

Prerequisite(s): A grade of at least C- in SPAN 1010 or with consent of Spanish coordinator. A study of the four language skills of speaking, listening, reading and writing. Includes introduction to Hispanic culture.

SPAN 2010 | Second-Year Spanish I | Fiuza

Prerequisite(s): A grade of at least C- in SPAN 1020 or with consent of Spanish coordinator. Intermediate Spanish: grammar review, oral practice, and writing. Emphasis on Hispanic culture and literature.

**Pre-Summer + Summer I
(5/19/25 – 7/11/25)**

WORLD LANGUAGES

ASLC 2020 | American Sign Language II: Intermediate | Gilger

Prerequisite(s): ASLC 2010. Provides receptive and expressive language at an intermediate level in American Sign Language. Interactions in this class are conducted primarily without voice.

**SUMMER SESSION II
(7/14/25 – 8/15/25)**

ENGLISH

ENGL 1010 | Foundations in Writing | Briggs

Writing paragraphs and essays based on close readings of various texts, with an emphasis on clear, grammatically correct expository prose. Students must take this course during the first eligible semester at the university.

ENGL 1020 | Written Communication and Critical Thinking | Various Sections

Prerequisite(s): A grade of C or above in ENGL 1010 or equivalent. Writing essays based on critical analyses of various literary texts. Emphasis on sound argumentative techniques. Requires documented research paper. Students must earn a grade of C or above to pass this course.

ENGL 2030 | Literary Explorations | Various Sections

Prerequisites: A grade of C or above in ENGL 1020; or equivalent. This course satisfies the requirement for three hours in the “Heritage” area of familiarity, but does **not** meet requirements for a major or minor in English. This course offers an introduction to literature revolving around the theme of heritage, particularly as heritage is illustrated in short fiction, poetry, and drama from around the world.

Required Text:

Literature: A Portable Anthology. Ed. Gardner et al. 5th ed. ISBN: 9781319215033.

ENGL 2110 | American Literature to 1865 | Staff

Prerequisite(s): A grade of C or above in ENGL 1020; or equivalent. This survey of important American writers and writing from Colonial times through the Civil War includes works from early explorers and settlers, Native Americans, and significant literary figures such as Bradstreet, Franklin, Jefferson, Hawthorne, Stowe, Douglass, Whitman, and Dickinson.

Required text:

Norton Anthology of American Literature, (Set 1: Vols. A & B). Ed. Levine et al. 10th ed. ISBN: 978-0-393-88442-5.

ENGL 2120 | American Literature since 1865 | Holmes

Prerequisite(s): ENGL 1020 or equivalent. This section has a focus on women authors and carries a women's emphasis designation. ENGL 2120 is a survey of American Literature covering the years since the Civil War. Students will read important works that defined the various literary periods into which these years may be usefully classified: Realism, Naturalism, Modernism, and, since the 1960s, a Contemporary literature that, due to its range of voices, defies easy labels. Major figures from each period (e.g., Henry James, Stephen Crane, T. S. Eliot, and Toni Morrison) will be read and discussed. Students will consider the literature for the themes that answer our questions about the human condition: our nature (desires, fears, attitudes, etc.) and, ultimately, our need to understand the mystery of our existence.

Required text:

Norton Anthology of American Literature, (Set 2: Vols. C, D, E). Ed. Levine et al. 10th ed. ISBN: 978-0-393-88443-2.

ENGL 3010 | Poetry | Graves

Prerequisites: ENGL-1010 and 1020 or equivalent. This course is an introduction to the art of poetry. Through reading, discussion and collaborative activities, students learn how to analyze, evaluate and take pleasure in poems by a wide-range of established masters. We talk about form, technique, themes,

social and historical influences while considering what distinguishes poetry from other kinds of creative writing. Moreover, we explore the ideas and perceptions weaved into poems and how they speak to our lives and the larger world.

ENGL 3280 | Mythology | Mazzara

Prerequisite(s): A grade of C or above in ENGL 1020; or equivalent. Mythology from the world over will be our semester-long topic. Along the way, we will first pay particular attention to selected figures from the Greek pantheon and then examine literary works, ancient and modern, that develop mythological themes, characters, and situations.

ENGL 4200 | Shakespeare and His Age | Sawyer

This course examines a wide range of Shakespeare's plays, including two comedies, four tragedies, and one romance. We will also read one play by Christopher Marlowe, comparing his most important work, *Dr. Faustus*, to the plays of Shakespeare. While we will focus on interpretation of the text itself, we will also consider the cultural context of the plays and apply various critical theories to them. Although I will present some lectures, class discussion is also an important part of this course.

Required texts:

The Norton Shakespeare, W.W. Norton & Company, 3rd ed. (2015). ISBN: 978-0-393-93863-0
Hamlet: Case Studies in Contemporary Criticism, ed. Susanne Wofford. ISBN: 0-312-05544-7
Dr. Faustus, ed. David Bevington and Eric Rasmussen. ISBN: 0-719-01643-6

WORLD LANGUAGES

FREN 2020 | Intermediate French II | Labbé

Prerequisite(s): A grade of at least a C- in FREN 2010, credit received from CLEP exam, or with consent of the coordinator for French

The French language program at ETSU (courses 1010 through 2020) is designed to develop your abilities to communicate with others in both spoken and written French. In addition, reading and writing assignments will improve your comprehension, argumentation, and critical thinking skills in both French and English. Course activities will also offer insight into, and analysis of, several aspects of the culture of France and other French-speaking areas.

Required Material:

Liaisons: An Introduction to French. Third edition. Wong, Weber-Fève, Vanpatten and Lair. Boston: Cengage, 2020. 978-0-357-70003-7

SPAN 2010 | Second-Year Spanish I | Heil

Prerequisite(s): A grade of at least C- in SPAN 1020 or with consent of Spanish coordinator. Intermediate Spanish: grammar review, oral practice, and writing. Emphasis on Hispanic culture and literature.

SPAN 2020 | Second-Year Spanish II | Gómez-Sobrino

Prerequisite(s): A grade of at least C- in SPAN 2010 or with consent of the coordinator for Spanish. Intermediate Spanish: grammar review, oral practice, and writing. Emphasis on Hispanic culture and literature.

DUAL SESSION
(6/9/25 – 8/15/25)

ENGLISH

ENGL 2330 | World Literature | Lewis

Prerequisites: ENGL 1020 or equivalent. Our wi-fi gets faster, our cell phones get smarter, and with every new technological advance the world feels smaller. We have never been closer to (or more dependent on) our global neighbors as we are today. World Literature is an opportunity to read great writing from across the globe, including Asia, Africa, Latin America and the Middle East. We will explore diverse and thriving literary traditions from the early moments of recorded history through present day. Assigned readings will include sacred and secular texts, epic poetry, hero tales, mythology, as well as fiction, poetry and drama from a wide range of modern cultures.

Required Text:

Norton Anthology of World Literature, Shorter 4th Edition [ISBN13: 978-0-393-65602-2]

FALL SESSION
(8/25/25 - 12/11/25)

ENGLISH

ENGL 1010 | Foundations in Writing | Various Sections

Writing paragraphs and essays based on close readings of various texts, with an emphasis on clear, grammatically correct expository prose. Students must take this course during the first eligible semester at the university.

ENGL 1020 | Written Communication and Critical Thinking | Various Sections

Prerequisite(s): A grade of C or above in ENGL 1010 or equivalent. Writing essays based on critical analyses of various literary texts. Emphasis on sound argumentative techniques. Requires documented research paper. Students must earn a grade of C or above to pass this course.

ENGL 2030 | Literary Explorations | Various Sections

Prerequisites: A grade of C or above in ENGL 1020; or equivalent. Introduces literature, short fiction, poetry, and drama, as a vehicle for exploring Western and Non-Western cultures and identities.

Required text:

Literature: A Portable Anthology. Ed. Gardner et al. 5th ed. ISBN: 9781319215033.

ENGL 2110 | American Literature to 1865 | Various Sections

Prerequisite(s): A grade of C or above in ENGL 1020; or equivalent. This survey of important American writers and writing from Colonial times through the Civil War includes works from early explorers and settlers, Native Americans, and significant literary figures such as Bradstreet, Franklin, Jefferson, Hawthorne, Stowe, Douglass, Whitman, and Dickinson.

Required text:

Norton Anthology of American Literature, (Set 1: Vols. A & B). Ed. Levine et al. 10th ed. ISBN: 978-0-393-88442-5.

ENGL 2120 | American Literature since 1865 | Various Sections

Prerequisite(s): ENGL 1020 or equivalent. ENGL 2120 is a survey of American Literature covering the years since the Civil War. Students will read important works that defined the various literary periods into which these years may be usefully classified: Realism, Naturalism, Modernism, and, since the 1960s, a Contemporary literature that, due to its range of voices, defies easy labels. Major figures from each period (e.g., Henry James, Stephen Crane, T. S. Eliot, and Toni Morrison) will be read and discussed. Students will consider the literature for the themes which answer our questions about the human condition: our nature (desires, fears, attitudes, etc.) and, ultimately, our need to understand the mystery of our existence.

Required text:

Norton Anthology of American Literature, (Set 2: Vols. C, D, E). Ed. Levine et al. 10th ed. ISBN: 978-0-393-88443-2.

ENGL 2210 | British Literature to 1785 | Various Sections

Prerequisite(s): A grade of C or above in ENGL 1020; or equivalent. British Literature I is designed to introduce students to British authors from the Old (in translation) and Middle period through the 18th century. Emphasis is on primary texts and their link with historical Britain and helping students understand the relationship of these writers and their works to the genre, politics, intellectual movements, gender roles, and cultural and class distinctions of their period.

Required text:

Norton Anthology of English Literature (Set 1: Vols. A, B, C). Ed. Greenblatt. 11th ed. ISBN: 978-1-324-07280-5.

ENGL 2220 | British Literature since 1785 | Various Sections

Prerequisite(s): A grade of C or above in ENGL 1020; or equivalent. British Literature II is designed to introduce students to men and women British authors from the Romantic through Modern periods, emphasizing primary texts and their political and social significance in Britain. It will also help students understand the relationship of these writers and their works to their period.

Required text:

Norton Anthology of English Literature (Set 2: Vols. D, E, F). Ed. Greenblatt. 10th ed. ISBN: 978-1-324-07281-2.

ENGL 2330 | World Literature | Various Sections

Prerequisites: ENGL 1020 or equivalent. Our wi-fi gets faster, our cell phones get smarter, and with every new technological advance the world feels smaller. We have never been closer to (or more dependent on) our global neighbors as we are today. World Literature is an opportunity to read great writing from across the globe, including Asia, Africa, Latin America and the Middle East. We will explore diverse and thriving literary traditions from the early moments of recorded history through present day. Assigned readings will include sacred and secular texts, epic poetry, hero tales, mythology, as well as fiction, poetry and drama from a wide range of modern cultures.

The required text is the Norton Anthology of World Literature, Shorter 5th Edition, Vols. 1-2 [ISBN13: 978-1-324-06342-1]

ENGL 2430 | European Literature | Staff

Prerequisite(s): A grade of C or above in ENGL 1020; or equivalent. This course offers a historical survey of European works, beginning with antiquity, as basis for Western culture. We will read a range of exciting texts and genres, considering their historical and cultural contexts. Students are expected to engage in creative thinking and develop writing skills in our academic journey together.

Required text:

The Norton Anthology of World Literature (Volumes 1 and 2). Puchner. Shorter 4th Edition. ISBN: 9780393656022

ENGL 2500 | Studies in Literature | Jones

Introduces advanced study of literature and builds a toolkit of methodological skills beyond reading and writing in a methods workshop built around a single core text which is applied to new critical tools or disciplinary approaches.

ENGL 2550 | Exploring Creative Writing | Various

Explores three genres of creative writing, including fiction, creative nonfiction prose, and poetry. This course focuses on providing an understanding of the various elements of literary craft and composition through studying different approaches to creative writing using individual poems, essays, stories, and novels as examples. The assigned textbook is *Imaginative Writing: The Elements of Craft*, 4th Edition, by Janet Burroway.

ENGL 3020 | Fiction | Baumgartner

Prerequisites: ENGL 1020 or equivalent. This course will focus on the study of fiction as a genre. Special attention will be given to form and technique in the short story and novel. We will read and discuss fiction from a range of cultures and traditions, including stories by Ambrose Bierce, Kate Chopin, Anton Chekhov, James Baldwin, Eudora Welty, Flannery O'Connor, Ursula K. Le Guin, Ralph Ellison, Andre Dubus, Amy Hempel, and many others.

Required Texts:

The Norton Anthology of Short Fiction, 8th Edition (Full), edited by Richard Bausch and R.V. Cassill [ISBN13: 978-0-393-93775-6]

ENGL 3030 | Drama | Mazzara

What makes drama different from other literature? How does theatrical performance influence the composition of a play? And if plays are written for performance, what does it mean to read them? This class will be a study of drama as a unique literary form in which our interpretation of the script is constantly influenced by the practice of theatrical performance—even when we read plays as literature. Starting from selected Greek and Roman plays in translation, we will define the distinctive characteristics of tragedy and comedy and learn to recognize the techniques each genre uses to encourage its audience to sympathize with, fear for, and laugh at its characters and storylines. As we go, we will learn strategies for performance analysis that help us imagine how stage production—with its sights, sounds, and social interactions—would have contributed further meaning to the plays that we read. Finally, we will apply our knowledge of ancient theater and performance to selected modern plays that reflect the ongoing relevance of Greek and Roman drama. All readings will be assigned in English.

ENGL 3040 | Literary Non-Fiction | O'Donnell

"Literary Nonfiction" is an oddly apologetic term. (Literary... as opposed to that other kind of nonfiction.) At the very least, the term sounds earthbound and prosaic, betraying a persistent suspicion that you can't really stick to the facts and create high art. Well, can you? Yes, you can. In this course, we'll read acknowledged literary masterpieces, including T. Capote's *In Cold Blood*, and D.F. Wallace's great essays from the 1990s. We'll also read some works that perhaps don't rank as first-rate literature, but that sure provide compelling reads. Along the way, we'll explore the sometimes arbitrary boundaries between fiction and non. The course addresses nonfiction subgenres including the essay, literary journalism, "New Journalism," memoir, sports writing, travel writing, true crime writing, and others.

Most of the texts are 20th-century American works, written in English, but we'll take forays into the 19th century, and we'll read a few short translations.

ENGL 3070 | Native American Literature | Cody

David Heska Wanbli Weiden, an enrolled citizen of the Sicangu Lakota Nation, recently wrote that “indigenous crime fiction matters—especially during these times of political and cultural upheaval.” Fall 2025’s offering of ENGL 3070: Native American Literature will focus on crime fiction—both novels and short stories—written by a wide range of award-winning Indigenous authors. We’ll begin with the classic that launched what has been called the Native American Renaissance: N. Scott Momaday’s *House Made of Dawn*, winner of the Pulitzer Prize for 1969. We’ll also read Linda Hogan’s *Mean Spirit*, a Finalist for the Pulitzer in 1991 and based on the events that inspired the recent book and film *Killers of the Flower Moon*. We’ll also read Louise Erdrich’s brilliant novel *The Round House*, winner of the National Book Award for Fiction in 2012. Other terrific authors include Tommy Orange (*There There*, another Pulitzer Finalist), Marcie Rendon (*Murder on the Red River*), and David Heska Wanbli Weiden (*Winter Counts*).

ENGL 3100 | Intro to Linguistics | Michieka

The purpose of this course is to introduce students to the nature of the human language and the different approaches to languages in various disciplines, such as psychology, sociology, computer linguistics, and speech-language pathology. In order to provide a broad understanding of the human language, this course covers major subfields of linguistics such as Phonetics, Phonology, Morphology, Syntax, Semantics and pragmatics. For more information, please feel free to contact Dr. Martha Michieka (michieka@etsu.edu).

Required Text:

Open access resource <https://ecampusontario.pressbooks.pub/essentialsoflinguistics2/>

ENGL 3130 | Advanced Composition | O'Donnell

Prerequisite(s): ENGL-1010 and 1020 or equivalents. You will write in a variety of modes and genres, choosing your own topics in consultation with me. Assignments include five nonfiction pieces, of about 1500 words each. The course is "revision-oriented": You will participate in draft workshops, and the grading policy allows you to drop a low grade, and to revise for new grades. This course emphasizes readability, creativity, and writing for real audiences. I will encourage you to develop an engaging, readable voice. You will learn to incorporate narrative elements, along with information from source materials, into your own writing. Our working hypothesis in this class is that all human experience -- even academic work, research, and reportage -- is, in some sense narrative, which is to say that it's all about people, in particular places and times, doing things (i.e. character, setting, plot). Readings include a range of recent, prize-winning nonfiction, from a magazine-writing anthology.

ENGL 3141 | Creative Writing I: Poetry | Graves

Prerequisite(s): ENGL 1020 or equivalent; and one 2000-level literature course. Creative Writing I will focus on poetry this fall. This class is designed to help you learn the techniques, habits, and discipline of writing literary poems. We will study in the whole craft of writing poetry, generally based on the model used successfully in the other arts, and will learn by observing, imitating, and practicing the approaches used by accomplished poets. It is not simply a “writing workshop,” though we will spend a good deal of time considering and discussing poems that you write and submit to the class. We will read great poems from the past and present, and do our best to write some great poems of our own.

Required Texts:

A Book of Luminous Things, edited by Czeslaw Milosz, ISBN: 0156005743

The Poetry Home Repair Manual, by Ted Kooser, ISBN: 0803259786

ENGL 3142 | Creative Writing I: Fiction | Cody

Students will read contemporary short fiction from a range of cultures and traditions, and have an opportunity to write and submit new work of their own. Special emphasis will be given to issues of form and technique in the short story. We will begin the semester by examining some of the finest published stories around, and then shift our attention to exploring outstanding student fiction submitted for workshop. Although we will dedicate a significant portion of the semester to student writing, you should come prepared to read and write critically (as well as creatively) on a weekly basis. The required textbook is *The Making of a Story: A Norton Guide to Creative Writing* (Alice LaPlante).

ENGL 3150 | Literature, Ethics, and Values: Social Justice and Human Rights | Briggs

Would the world be a better place if we all just read more books? Research does seem to indicate that reading increases one's sense of empathy and emotional intelligence, but what about ethics and values. This course will explore questions of ethics and values in works of fiction from the 19th and 20th centuries with an emphasis on social justice and human rights. We will be asking questions such as: What responsibilities do humans have to their environment and to their creations within that environment? What rights do we have as human beings and citizens of this nation? Do citizens have the right to live as they desire? Where does social justice fit into our sense of ethics and values? What responsibilities do we have to one another in a functioning society? For more information, please contact Dr. Briggs at briggsm@etsu.edu

ENGL 3150 | Literature, Ethics, and Values: Monsters in Literature and Film | Reid & Wessels

Frankenstein. Medusa. Vampires. Godzilla. Grendel. Zombies. The Xenomorph. They horrify us, they fascinate us, they stalk the dark boundaries of our subconscious. In this course we will use the ideas of monstrosity, the grotesque, and otherness to explore topics including gender, sexuality, race, class, science, violence, and culture. Our journey into the monstrous will cover literature (*The Faerie Queene*, *Zone One*, *Borne*), graphic novels (*My Favorite Thing Is Monsters*), and film (*Alien*, *Night of the Living Dead*, *Let the Right One In*, *Jennifer's Body*, *Bride of Frankenstein*, *Gojira*, etc.). Join us if you dare.

Required texts:

The Faerie Queen, Book One – Edmund Spenser

Zone One – Colson Whitehead

Borne – Jeff VanderMeer

My Favorite Thing is Monsters - Emil Ferris

ENGL 3270 | Literature of Popular Culture: Supernatural Literature | Briggs

This section of ENGL 3270 is designed to introduce students to literature and film that include elements of the supernatural. We will read and discuss several novels and other forms of literature that build upon the supernatural as a distinct force. We will also view films and clips that use the supernatural to induce mystery and fear in the viewing audience. The main objective for this course is to define literature of the supernatural as a distinct genre within the larger literary canon. As such, we will spend time discussing specific elements associated with this type of literature, including the treatment of fear, mystery, psychological reactions, monsters, etc. Please contact Dr. Michael Briggs (briggsm@etsu.edu) for a reading list and a copy of the syllabus.

ENGL 3280 | Mythology | Mazzara

Prerequisite(s): A grade of C or above in ENGL 1020; or equivalent. From gods and goddesses to monsters, heroes, and legendary rulers, the mythology of classical Greece and Rome continues to capture imaginations, both in ancient sources and in modern media adaptations. Why does ancient mythology remain so popular, and what does it have to do with the modern world? This class will be a study of

selected Greek and Roman myths in literature, visual art, drama, and popular culture. In addition to studying mythological narratives, we will define mythology and explore its relationships with religion, history, and politics. As we become familiar with what myths meant to those who told and heard them in the classical world, we'll compare them with recent adaptations to learn both what myths mean today and how they make meaning in the modern day. All readings will be assigned in English.

ENGL 3280 | Mythology | Cody

Prerequisite(s): A grade of C or above in ENGL 1020; or equivalent. Mythology from different geographies and time periods will be our semester-long topic. Along the way, we will first pay particular attention to selected figures from the Greek pantheon and then examine literary works, ancient and modern, that develop mythological themes, characters, and situations. Extensive use will be made of electronic materials made available via D2L. Textbooks include *The Odyssey* (translated by Emily Wilson), *Sir Gawain and the Green Knight* (translated by J.R.R. Tolkien), *Ceremony* by Leslie Marmon Silko, and *Two Years Eight Months and Twenty-Eight Nights* by Salman Rushdie.

ENGL 4010 | British Novel | Jones

A must have course for those that want to be culturally well-rounded and informed, the British Novel will chart the history of the novel as a story of human voices developing inside the enormous and violent changes that continue to make our modern world: international trade, industrialization, and our own information age. By tracing the novel from the eighteenth to the twentieth-first centuries, we will see how human choices and possibilities are shaped by their relationships to a rapidly changing British and global history. We will see how individual voices navigate, disrupt, and are tragically overwhelmed by the historical storm of economic collapse, world wars, and national decline. The story of these novels will also connect to the ideological fantasies that organize our own culture – from our own concept of true love to our cherished ideas of material success. Readings will include: Jane Austen, Charlotte Brontë, Charles Dickens, Virginia Woolf, Zadie Smith and Kazuo Ishiguro.

ENGL 4012 | American Novel | Holmes

In an early passage in *Green Hills of Africa*, Ernest Hemingway states that “All modern American literature comes from one book by Mark Twain called *Huckleberry Finn*. . . . [I]t’s the best book we’ve had. All American writing comes from that. There was nothing before. There has been nothing as good since.” While this class will not challenge the notion that no “American writing” occurred prior to *Huck Finn*, we will trace the effect of the novel on subsequent American fiction, seeing how both literal and figurative orphans face challenges created by American society. Our class follows a lecture/discussion format; each student offers three presentations and writes two substantive essays. For more information, contact Professor Holmes at holmest@etsu.edu.

Required Texts:

Ellison, Ralph, *Invisible Man*, Vintage, ISBN: 978-0679732761

Everett, Percival, *James, Doubleday*, ISBN: 978-0385550369

Fitzgerald, F. Scott, *The Great Gatsby*, Penguin, ISBN: 978-0143136125

Johnson, James Weldon, *The Autobiography of an Ex-Coloured Man*, Penguin, ISBN: 978-0140184020

Kingsolver, Barbara, *Demon Copperhead*, Harper Perennial, ISBN: 978-0063251984

Larsen, Nella, *Quicksand*, Penguin, ISBN: 978-0141181271

Mark Twain [Samuel Clemens], *The Adventures of Huckleberry Finn*, Penguin, ISBN: 978-0143107323

McCarthy, Cormac, *All the Pretty Horses*, Vintage, ISBN: 978-0679744399

Morrison, Toni, *The Bluest Eye*, Vintage, ISBN: 978-0307278449

Walker, Alice, *The Color Purple*, Penguin, ISBN: 978-0143135692

ENGL 4040 | Modernism and Post-Modernism | Jones

From WWI to WWII, the birth of the Atomic Age to the emergence of our digital moment, the world has been in one seemingly endless revolution for a hundred years. In this course, we will interrogate how the literary movements of modernism and postmodernism narrate the endless upheavals of the 20th and 21st centuries. We will study modernism as a response to a newly mechanized world, which culminated in WWI, and postmodernism as a response to WWII, the Cold War, and the globe spanning birth of Neoliberalism. By tracing how our own historical identities were created by these catastrophes and the systems of power that emerged in their wake, we will discover in the modernist and postmodernist authors, from Virginia Woolf to Orson Welles to Samuel Beckett to Jean Paul Sartre, a way to understand our present.

ENGL 4077 | Young Adult Literature | Honeycutt

Prerequisite(s): ENGL-1010 and 1020 or equivalents. This course explores popular, exciting, and ever-expanding literature written for and about adolescents. Students will read widely in YA literature; study various genres and formats, including realistic fiction, romance and adventure, science fiction/fantasy, poetry, graphic novels, and film; and become familiar with current scholars and scholarship. The course is designed primarily for students interested in teaching English in high school; therefore as our class reads these works, we should consider their appropriateness, role, and value (or lack thereof) to the secondary classroom. For more information about course content and texts, you may email the instructor at honeycut@etsu.edu.

ENGL 4117 | Grammar and Usage | Elhindi

This class will introduce the system of rules that underlie English usage. Our task in this course would be bringing these rules that you have already learned as a native speaker of English from a subconscious or tacit level to a conscious or focal level. We will study the structure of words, phrases, clauses, and sentences. Moreover, we will examine the distribution of these linguistic units and investigate the rules that determine their classification and combination. This class is essential to students who want to develop their confidence as English writers and teachers. Should you need further information regarding this class, you are welcome to stop by, call, or e-mail. I am in room 310 Burleson Hall; my telephone number is 439-5992; and my electronic address is Elhindi@etsu.edu

Required Text:

Analyzing English Grammar, 7th Edition, by Thomas Klammer, ISBN: 9780205252527

ENGL 4137 | Dialectology | Elhindi

Studies regional and social language variations including dialect geography and sociolinguistics. Emphasis is on linguistic features of Appalachian dialects.

ENGL 4200 | Shakespeare and his Age | Reid

This course examines a wide range of Shakespeare's literary output, including comedies, tragedies, histories, romances, and sonnets. We will range from his early efforts on the stage with the outrageously blood-bedecked Titus Andronicus to his late play of forgiveness and self-transformation through art, *The Winter's Tale*, with *Romeo and Juliet*, *Richard III*, *A Midsummer Night's Dream*, *Twelfth Night*, *Hamlet*, *King Lear*, and *The Tempest* in between. Students will sharpen their literary analysis skills through short writings and vigorous class discussions, and we will dissect the Bard and his works with some of the following critical tools: prosody, visual arts, film, performance, cultural & historical context, gender, and race. Students in the secondary education minor will have an assignment option to design Shakespeare teaching activities, and students with a creative bent will have an assignment option to create their own Shakespeare-inspired art. To join or not to join us this fall—is there really a question?

ENGL 4417 | Residency I: Teaching English in Middle and High Schools | Honeycutt

Prerequisite(s): ENGL-1010 and 1020 or equivalents. This course explores methods of teaching Secondary English. Its aim is to provide class participants with practical teaching strategies and concrete curriculum that will prepare them well for their student teaching experience. Discussions will be grounded in current theories about effective classroom practices and the teaching of writing, literature, and language and will address reading strategies versus readicide, passion for poetry, effective uses of film in the ELA classroom, lesson plans that matter, the first days of school, classroom management, and the paper load. Class activities will include designing supplementary instructional materials, constructing a full unit of study, and teaching mini-lessons on poetry, fiction, film, or graphic novels. This course takes a “hands-on” approach to methodology and is geared toward individuals interested in becoming secondary English teachers.

ENGL 4896 | Studies in English: Jane Austen and Her World | Lichtenwalner

Jane Austen is one of Britain’s most famous and influential writers. A master of social satire, Austen offers an incisive look into the manners and social proprieties of her time, and the values they reflect. This course will investigate the world of early nineteenth-century Britain—Jane Austen’s world through her written work.

ENGL 4907 | Creative Writing II: Fiction | Baumgartner

Prerequisites: ENGL 3142 or permission of the instructor. In this advanced workshop course, students will read contemporary short fiction from a range of cultures and traditions, and have an opportunity to write and submit new work of their own. Special emphasis will be given to advanced issues of form and technique in the short story. We will observe—and attempt to emulate—the process used by writers of successful literary fiction. After we’ve examined some of the finest published stories around, we’ll shift our attention to exploring outstanding student fiction submitted for workshop. Although we will dedicate a significant portion of the semester to student writing, you should come prepared to read and write critically (as well as creatively) on a weekly basis.

Required Texts:

Willful Creatures, by Aimee Bender [ISBN-13: 978-0385720977]

Burning Bright: Stories, by Ron Rash [ISBN-13: 978-0061804120]

The Lottery and Other Stories, by Shirley Jackson [ISBN-13: 978-1250910158]

ENGL 4922 | Special Topics in Creative Writing: Poetry and Its Others| Grice

In this course, part seminar and part writing workshop, we’ll explore three of contemporary poetry’s most common sources of inspiration: nature & the environment, the visual arts, and death & loss. Through close reading and the discussion of a wide-range of poems by contemporary poets, students will consider their relationship to each of these three subject areas while writing their own poems. A major aim of this course is to explore how poetry is shaped by its interactions with other discourses and how these exchanges have stretched and reshaped contemporary poetics. Assignments will include at least one field trip as well as a final creative project.

ENGL 4957 | Special Topics in English: Introduction to Contemporary Black Poets | Grice

This seminar will explore African American poetics through a study of the last thirty years. We’ve seen an explosion of Black poets in this century, artists whose multilayered voices marry personal story to public history and individual experience to community action. In this class, our attention will focus on a range of forms, strategies and themes. With an emphasis on breadth and variety, we’ll discover how Black poets engage with history and current events while also animating their work through exchanges with music, film, art, sports and other forms of popular culture. Through reading, discussion and

assignments, including the option of a final creative project, we'll discover and reflect on some of the most important poets writing today.

ENGL 5077 | Young Adult Literature | Honeycutt

See ENGL 4077

ENGL 5117 | Grammar & Usage | Elhindi

See ENGL 4117

ENGL 5137 | Dialectology | Elhindi

See ENGL 4137

ENGL 5190 | Second Language Acquisition | Elhindi

The purpose of this course is to introduce the various theories of second language acquisition. In addition to surveying the current research in this important discipline, the course also overviews the variables that affect second language acquisition and it examines the relationship between learning theory and teaching methodology.

Required Text:

Lourdes Ortega (2013). *Understanding Second Language Acquisition*. New York: Routledge

ENGL 5300 | Romantic Literature | Lichtenwalner

This class will attempt to provide a comprehensive introduction to British literature written around the turn of the nineteenth century. We'll take a multi-dimensional view of this body of literature by asking all kinds of questions about "Place." For example, What place does the study of Romantic literature have in the study of literature in general? What aspects of literary composition place some writing in the category of Romantic literature while other remain outside that category? Where, in particular, does Romantic writing take place and in what light does it place the things about which it speaks? What places do Romantic writers describe? How might ways of depicting place be linked with the place of Romantic literature in the canon? How do Romantic writers navigate issues of knowing one's "place" within society, particularly when that society is itself in flux?

ENGL 5417 | Research I: Teaching English in Middle School and High School | Honeycutt

See ENGL 4417

ENGL 5440 | 20th & 21st Century British Novel | Westover

Postmodern fiction represents a shift away from realism's epistemological questions (How can I interpret this world? What is my place in it? What are its truths? How can I best describe reality?) to more ontological questions (Which world is this? Which modes of narration created it? Which of my selves exist here? How can I re-narrate my experience?). Postmodern fiction is aware of itself as an aesthetic construction, and it draws our awareness to our own interpretive process as we read. It often creates meaning by destabilizing relationships between author, text, and reader and by critiquing (implicitly or explicitly) the idea that texts can ever be anything more than simulations of the "real world."

In this graduate seminar, we will explore key elements of postmodernism in the 20th/21st-century British novel, including **historiographic metafiction, temporal distortion, spatial reconfiguration, intertextuality, defamiliarization, pastiche, parody, subjectivism, unreliability, and disjunctive form.**

ENGL 5800 | Continental Literature | Fehskens

The objective of this course is to provide the student with an in-depth study of Literary Modernism as it was developed on the European continent from the late 19th century to the first few decades of the 20th. Crossing genres and political borders, we will be reading literary masterpieces that engage the paradigm shift and ideological revolution implied by modernization in critical and original ways. Representative texts from Germany, France, Spain, Norway, Italy and Portugal. We will establish a dialogue between these texts and parallel movements in music, architecture, religion and society. The end of the course will explore the transitional aesthetics from Modernism to the Avant-Garde and a study of the -isms of the early 20th century. Special consideration will be given to the diversity of modernisms, including the voices of women in modernism (Virginia Woolf, Delmira Agustini, María Eugenia Vaz Ferreira), modernisms from colonized people (W.B. Yeats, Rubén Darío, Machado de Assis), Asian Modernisms (Rabindranath Tagore, Yone Noguchi, José Ruiz) and modernisms from the New World as they dialogued with and nurtured European Modernism in an instance of what decoloniality theory calls relationality/vincularidad. Coursework includes extensive readings and two essays, as well as presentations and in-class participation.

ENGL 5907 | Creative Writing II: Fiction | Baumgartner

See ENGL 4907

ENGL 5950 | Methods of Research | Holtmeier

This graduate course introduces students to the intensive study of literature and language at the graduate level by considering and applying questions of theory, textuality, genre, authorship, reception, research, and bibliography. It features an introduction to the library, Interlibrary Loan (ILLiad), and print and computer databases (including Internet resources). During the semester, students will develop a sense of the history of the profession and its current structures, norms and functions. This course encourages students to develop professional attitudes toward the study of literature and language, presents forms of study meant to remain useful to students throughout their careers, and offers a common intellectual base and vocabulary to students in the profession.

FILM STUDIES**FILM 2000 | Introduction to Film Studies | Wessels, Holtmeier**

What makes a film an enduring work of art? This course introduces core concepts in film studies such as mise-en-scène, cinematography, editing, and sound through classics of world cinema. Learning these formal qualities of film will enable students to appreciate the diverse range of global cinema and provide a lens through which they might approach their contemporary viewing experiences, whether films at the cinema, television, or even new media including video games. Thinking through the ways audiovisual experiences are organized by different cultures expands the possibilities for how we might make and understand moving image experiences.

This course counts toward the Compass Core Curriculum in Cultivating Artistic Awareness and Growing as an Individual and Global Citizen.

Required text: Describing Cinema, Timothy Corrigan

FILM 3100 | Rise of the Moving Image | Wessels

Emerging in the late nineteenth century, at the height of technological change and imperial politics, cinema is sometimes called one of the first global mediums. This course offers a historical survey through World War II, treating all kinds of cinema, including narrative, documentary, and experimental films and their hybrids. We will range widely in time and space, watching films made in a variety of

styles and genres from the United States, Germany, France, Britain, Italy, the Soviet Union, China, etc. Cautioning against a simple understanding of cinema history as a history of technological progress, the course will explore a variety of ways in which filmmakers in different countries developed different ways of telling stories visually. We will also consider how experimental, documentary, and narrative films responded to contemporary issues, such as urbanization, modern technological innovation accompanied by widespread poverty, changing notions of gender, etc. Together, the films considered in this course do not constitute a comprehensive list, but offer a chronological, geographical, stylistic, generic, and thematic overview.

WORLD LANGUAGES

ASLC 3010 | Introduction to Deaf Culture | Granda

Provides a historical and contemporary perspective of American Deaf culture using a socio-cultural model. Includes cultural identity, values, group norms, communication, language, and significant contributions made by Deaf people to the world.

ASLC 4010 | American Sign Language III: Grammar | Granda

Expands vocabulary and enhances expressive and receptive skills through class discussions, simulations, and attendance of Deaf events. The course is conducted entirely in American Sign Language. It includes grammar and syntax review.

ASLS 1010 | Beginning American Sign Language I | Gilger

Introduces American Sign Language and addresses issues pertaining to Deaf Culture, expressive and receptive sign skills, and the history of ASL's development. The interactions in this class are conducted primarily without voice.

FREN 1010 | Beginning French I | Various Sections

The French language program at ETSU (courses 1010 through 2020) is designed to develop your abilities to communicate with others in both spoken and written French. In addition, reading and writing assignments will improve your comprehension, argumentation, and critical thinking skills in both French and English. Course activities will also offer insight into, and analysis of, several aspects of the culture of France and other French-speaking areas.

FREN 1020 | Beginning French II | Nischan

Prerequisite(s): A grade of at least a C- in FREN 1010, credit received from CLEP exam, or with consent of the coordinator for French.

The French language program at ETSU (courses 1010 through 2020) is designed to develop your abilities to communicate with others in both spoken and written French. In addition, reading and writing assignments will improve your comprehension, argumentation, and critical thinking skills in both French and English. Course activities will also offer insight into, and analysis of, several aspects of the culture of France and other French-speaking areas.

Required Material

Liaisons: An Introduction to French. Third edition. Wong, Weber-Fève, Vanpatten and Lair. Boston: Cengage, 2020. 978-0-357-70003-7

FREN 2010 | Second-Year French I | Labbé

Prerequisite(s): A grade of at least a C- in FREN 1020, credit received from CLEP exam, or with consent of the coordinator for French.

The French language program at ETSU (courses 1010 through 2020) is designed to develop your abilities to communicate with others in both spoken and written French. In addition, reading and writing assignments will improve your comprehension, argumentation, and critical thinking skills in both French and English. Course activities will also offer insight into, and analysis of, several aspects of the culture of France and other French-speaking areas.

Required Material

Liaisons: An Introduction to French. Third edition. Wong, Weber-Fève, Vanpatten and Lair. Boston: Cengage, 2020. 978-0-357-70003-7

FREN 2020 | Second-Year French II | Labbé

Prerequisite(s): A grade of at least a C- in FREN 1010 or with consent of the coordinator for French.

The French language program at ETSU (courses 1010 through 2020) is designed to develop your abilities to communicate with others in both spoken and written French. In addition, reading and writing assignments will improve your comprehension, argumentation, and critical thinking skills in both French and English. Course activities will also offer insight into, and analysis of, several aspects of the culture of France and other French-speaking areas.

Required Material

Liaisons: An Introduction to French. Third edition. Wong, Weber-Fève, Vanpatten and Lair. Boston: Cengage, 2020. 978-0-357-70003-7

FREN 3010 | French Conversation and Composition | Labbé

French Conversation & Composition is the first class past the language curriculum and as such is considered the first of the advanced curriculum. It is a requirement for the French Minor. French Conversation & Composition is designed to contextualize the learning, and the linguistic resources acquired during FREN 1010 through 2020. It focuses heavily on producing in the target language through oral and written expression with a focus on presentational and creative output in French. Students will be able to remobilize grammar and vocabulary through a variety of prompts and compositions and will be able to explore cultural significance through presentational research work and discussions.

FREN 3310 | French and Francophone Civilization | Nischan

Examines French history as well as French colonization and its legacies. Course instruction is in French.

GERM 1010 | Beginning German I | Various Sections

Introduction to the German language, and to the culture, geography, and history of German-speaking countries.

GERM 1020 | Beginning German II | Negrisanu

Prerequisite: A grade of at least a C- in GERM 1010 or with consent of the coordinator for German. Introduction to the German language, and to the culture, geography, and history of German-speaking countries.

GERM 2010 | Second-Year German I | Negrisanu

Prerequisite(s): A grade of at least a C- in GERM 1020, credit received from CLEP exam, or with consent of the coordinator for German. A continuation of first year, with an introduction to German literature.

GERM 3130 | German Love Poetry | Jost-Fritz

Prerequisite(s): GERM 2020 or equivalent. By reading and discussing love poetry from medieval Minnesang to contemporary German pop songs, this course will give us an overview of the history of

German literature from around 1200 to the present day. We will look at the themes and motifs that connect and distance us from centuries-old texts, reconstruct the cultural and social conditions that have influenced the literary expression of feelings and emotions, and consider formal aspects of the lyric genre and lyric interpretation. Readings and discussions in German.

GERM 3210 | Germany: Myth and Nation | Negrisanu

Prerequisite(s): GERM 2020 or equivalent. This course explores how history between 1800 and 1945 shaped contemporary German culture and society. How, for instance, did romantic poets of the early 19th century shape current discussion on nature and ecology? How did Germany become a nation, and what does nationalism and patriotism mean in the light of 20th century German history? To tackle questions like these, we will read a variety of materials, such as poems, newspaper articles, excerpts from books on German history, and online texts, as well as listen to music, look at paintings and artworks, and discuss three films that deal with German history. Along the way, we practice conversation and composition with an emphasis on idioms and syntax, and we will expand your scope of active vocabulary.

GERM 4147 | German Short Narrative: Witches, Rebels, and Detectives. Readings in German Children's Literature | Jost-Fritz

Prerequisite(s): GERM 2020 or permission from the instructor. Browsing through the children's section of a bookshop or book recommendation lists online, it quickly becomes clear that children's literature is not simply a form of entertainment. Children's literature has always been, and still is, a reflection of the social norms, expectations, and values of a culture at a particular point in history. Reading and discussing German children's and young people's literature will therefore allow us to explore the intersection of literary imagination and social and cultural issues. In this course we will focus on several classics of the genre, such as E. T. A. Hoffmann's fairy tales, Erich Kästner's *Emil und die Detektive*, Kurt Held's *Die rote Zora* or Otfried Preussler's *Die kleine Hexe*. In addition to social and cultural aspects, we will discuss narrative structures and strategies, the relationship between realism and fantasy, the affirmation and critique of social norms, as well as book-to-film adaptations and attempts to reimagine older stories in contemporary contexts. Readings and discussions in German.

GREK 1010 | Introductory Ancient Greek I | Toye

Acquaints students with the phonetics, grammar, and morphology of the Greek language as it was used in fifth-century (B.C.E) Athens.

GREK 2010 | Intermediate Ancient Greek I | Toye

Acquaints students with the phonetics, grammar, and morphology of the Greek language as it was used in fifth-century (B.C.E) Athens.

JAPN 1010 | Beginning Japanese I | Various Sections

Introduction to the Japanese language, both spoken and written, and to the culture and customs.

JAPN 1020 | Beginning Japanese II | Arnold

Prerequisite(s): A grade of at least C- in JAPN 1010 or with consent of the coordinator for Japanese. Introduction to the Japanese language, both spoken and written, and to the culture and customs.

JAPN 2010 | Second-Year Japanese I | Arnold

Prerequisite(s): A grade of at least C- in JAPN 1020 or with consent of the coordinator for Japanese. A continuation of the first year.

JAPN 2015 | Japanese Pop Culture | James

Prerequisite(s): A grade of at least C- in JAPN 1020 or with consent of the coordinator for Japanese. A continuation of the first year.

JAPN 2020 | Second-Year Japanese II | James

Prerequisite(s): A grade of at least a C- in JAPN 2010 or with the consent of the coordinator for Japanese. A continuation of the first year.

JAPN 3015 | Japanese Conversation and Composition I | James

Japanese Conversation and Composition I is the first semester of the third year in Japanese. It is designed for students who have mastered basic grammatical structures and who wish to develop productive ability with linguistic accuracy in conversation and speech as well as in writing at an intermediate level. Students are required to participate in various classroom activities in Japanese, such as group discussions, pair-works, role-plays, presentations, etc. Students are also required to write short compositions on a bi-weekly basis on topics related to the classroom conversations or reading materials. Increasing student's knowledge about Japanese culture will also be encouraged in this course.

JAPN 4015 | Advanced Japanese I | Arnold

Advanced Japanese is the first semester of the fourth year in Japanese. This course is designed to prepare students' linguistic and cultural competency for advanced Japanese courses. In this course, students will learn how to communicate effectively both in spoken and written language. It will focus particularly on improvement of comprehension skills grounded in real life conversation and reading essays on contemporary cultural issues. Various topics such as speech style, food culture, education system, pop cultures and consumer issues will be discussed throughout semester. Japanese TV shows or movies will be shown to improve the students' listening and speaking skills. Students are also required to write short compositions on bi-weekly basis on topics related to classroom conversations or reading materials. Class instruction will be done in Japanese language as a general rule.

LATN 1010 | Beginning Latin I | Toye

Introduction to Latin vocabulary, syntax, conjugations, and declensions, working toward prose and poetry.

LATN 2010 | Second-Year Latin I | Toye

A continuation of first year, with reading from Latin prose and poetry and some prose composition.

SPAN 1010 | Beginning Spanish I | Various Sections

A study of the four language skills of speaking, listening, reading and writing. Includes introduction to Hispanic culture.

SPAN 1020 | Beginning Spanish II | Various Sections

Prerequisite(s): A grade of at least C- in SPAN 1010 or with consent of Spanish coordinator. A study of the four language skills of speaking, listening, reading and writing. Includes introduction to Hispanic culture.

SPAN 2010 | Second-Year Spanish I | Various Sections

Prerequisite(s): A grade of at least C- in SPAN 1020 or with consent of Spanish coordinator. Intermediate Spanish: grammar review, oral practice, and writing. Emphasis on Hispanic culture and literature.

SPAN 2020 | Second-Year Spanish II | Various Sections

Prerequisite(s): A grade of at least C- in SPAN 2010 or with consent of the coordinator for Spanish. Intermediate Spanish: grammar review, oral practice, and writing. Emphasis on Hispanic culture and literature.

SPAN 3010 | Basic Spanish Grammar | Heil

Prerequisites: SPAN 2020 or equivalent. A high- intermediate grammar course intended for students This course offers an in-depth review and study of the more problematic aspects of Spanish grammar for English speakers: ser vs. estar, preterite vs. imperfect, the subjunctive mood, etc. While the material we will be covering this semester is not new, this course will provide students with a more detailed and nuanced understanding of these more difficult areas of Spanish grammar.

SPAN 3020 | Spanish Conversation and Composition | Gómez-Sobrino

Prerequisite: SPAN 3010. The objective of this course is to perfect the student's speaking and writing abilities in Spanish through a variety of activities – including short films and readings – that provides examples of authentic Spanish in context. The coursework and conversations will be based on the materials in the textbook *Revista*. This work will prepare the student for success in higher-level Spanish courses at the 3000 and 4000 levels.

SPAN 3030 | Hispanic Literary Criticism | Fehskens

Introduces Hispanic literature and predominant approaches to literary criticism in Spanish.

SPAN 3123 | Introduction to Translation and Interpretation | Fiuza

Prerequisite(s): SPAN 3010 Basic Spanish Grammar and SPAN 3120 Spanish Conversation and Composition, or by permission of instructor. Teaches basic translation and interpretation skills through an interdisciplinary approach. Grammar-based written exercises as well as English/Spanish and Spanish/English translations from various professional fields are assigned and corrected in class, and are used for interpreting activities. A ten- (10-) hour service-learning requirement involves students in a project that promotes cordial, supportive, and meaningful relationships between Spanish-speaking and English-speaking community members.

SPAN 3413 | Nuestra América: Mestizaje, Cultures, and Identities of Spanish America | Fehskens

Studies the history of Spanish America through its diverse languages, cultures and identities. While providing a general overview of the geography, history and ethnicities of the area, special focus is given to the pre-Colombian history, the dialogue between Spanish America and the United States, and Spanish America as a catalyst and example of modernity and modernization. Topics may include: the worldviews of Indigenous Peoples, religious syncretism, the Conquest of Mexico, the Conquest of Peru, ethnic/linguistic/cultural mestizaje, race, architecture, art and literature.

SPAN 3713 | Aesthetics and Identity in Hispanic Poetry | Gómez-Sobrino

Studies poets that had or have an impact on the understanding of Hispanic poetry throughout different aesthetic movements and the problems created around the search for self and identity.

SPAN 4187 | Decoding Spanish | Korfhagen

Explores the Spanish language throughout various regions of the Spanish-speaking world from various linguistic perspectives, covering phonetics/phonology, morphology, syntax, semantics/pragmatics, and variation/change.

SPAN 4407 | Contemporary Hispanic Literature | Heil

What stories do you tell about your past? How have your memories changed over time? What is the relationship between memory and history? In this class we are going to explore how the stories told about important national events through art, popular music, film, and literature from contemporary Spain and Latin America have contributed to the "official" history of important events in the Spanish-speaking world, such as the Mexican Revolution, the Spanish Civil War, and Argentina's "Dirty War." All readings assigned are available online at no cost. Class will be conducted in Spanish.

SPAN 5011 | Intensive Healthcare Spanish I | Korfhagen

An intensive online beginning Spanish course—intended for students in healthcare-related fields with little-to-no experience using Spanish—focused on cultural competency, grammar structures, and vocabulary most relevant to a healthcare setting, with an emphasis on building oral proficiency. The course enables healthcare professionals to converse with Spanish-speaking patients in Spanish and to interact with all patients of Hispanic origin with a higher level of cultural competency.

Required text:

Chase, Robert O. & Clarisa B. Medina de Chase. *An Introduction to Medical Spanish: Communication and Culture* 5th ed. Yale University Press, 2019. ISBN: 9780300226027

SPAN 5021 | Intensive Healthcare Spanish II | Korfhagen

Focuses on cultural competency, grammar structures and vocabulary most relevant to a healthcare setting, with an emphasis on expanding oral proficiency to include practice interpreting in this immersive Intermediate Spanish course.

SPAN 5123 | Spanish for Health Equity | Korfhagen

Develops cultural competence and expands proficiency in the language through a review of the main grammar concepts of the first year of Intensive Healthcare Spanish courses and through extensive practice with conversation and interpretation in a healthcare setting.

SPAN 5187 | Decoding Spanish | Korfhagen

See SPAN 4187.

SPAN 5407 | Contemporary Hispanic Literature | Heil

See SPAN 4507.

TECHNICAL AND PROFESSIONAL WRITING**TECW 2100 | Introduction to Technical and Professional Writing | Bocchi**

Introduces the forms and applications of technical and professional writing, such as authoring instructional content, designing user-friendly documents, adapting complex information for lay audiences, and using digital tools—including new and emerging generative AI, such as ChatGPT—to communicate technical information. Explores how technical and professional writing is deployed across various industries (healthcare, education, engineering, etc.) in the for-profit, nonprofit, and government sectors.

TECW 3132 | Digital Texts and Networked Worlds | Mitchell

The course explores the history, theory, and discourse surrounding communication technologies, digital literacy, and networked media. Ubiquitous and fast-moving cultural and technological changes

continually present readers and writers with various new ways to consume, produce, and interact with media. Students will read canonical and contemporary thinkers in the field of media ecology, such as Marshall McLuhan, Neil Postman, Elizabeth Eisenstein, Walter Ong, Sherry Turkle, Jacques Ellul, Dennis Cali, and Nicholas Carr, among others, and apply their ideas to discuss and write about mediated texts in networked worlds. Students will consider how contemporary literacies and media ecologies emerged from former paradigms—oral/aural, visual, written/script, and typographic/print.

TECW 3200 | Technical Editing and Style | Bocchi

The course identifies and applies the concepts, practices, and tools required to edit technical documents and employ appropriate style. Students will discuss the theories, methodologies, and application of technical editing in various genres and contexts. They will learn how to edit their own and others' writing in genres such as proposals, reports, instructional documentation, and more.